



Williams, J., Baillie, S., Warman, S., Rhind, S. M., Sandy, J., & Ireland, A. (2016). *The Evidence so far- a Guide to Assessment in Dental Education*. Poster session presented at Association for Dental Education in Europe Conference, Barcelona, Spain.

Publisher's PDF, also known as Version of record

[Link to publication record in Explore Bristol Research](#)
PDF-document

University of Bristol - Explore Bristol Research

General rights

This document is made available in accordance with publisher policies. Please cite only the published version using the reference above. Full terms of use are available:
<http://www.bristol.ac.uk/red/research-policy/pure/user-guides/ebr-terms/>



Julie C. Williams* School of Oral and Dental Sciences, University of Bristol
 Sarah Baillie, School of Veterinary Sciences, University of Bristol
 Sheena Warman, School of Veterinary Sciences, University of Bristol
 Susan Rhind, Royal (Dick) School of Veterinary Studies, University of Edinburgh
 Jonathan Sandy, School of Oral and Dental Sciences, University of Bristol
 Anthony Ireland, School of Oral and Dental Sciences, University of Bristol

JulieWilliams@bristol.ac.uk

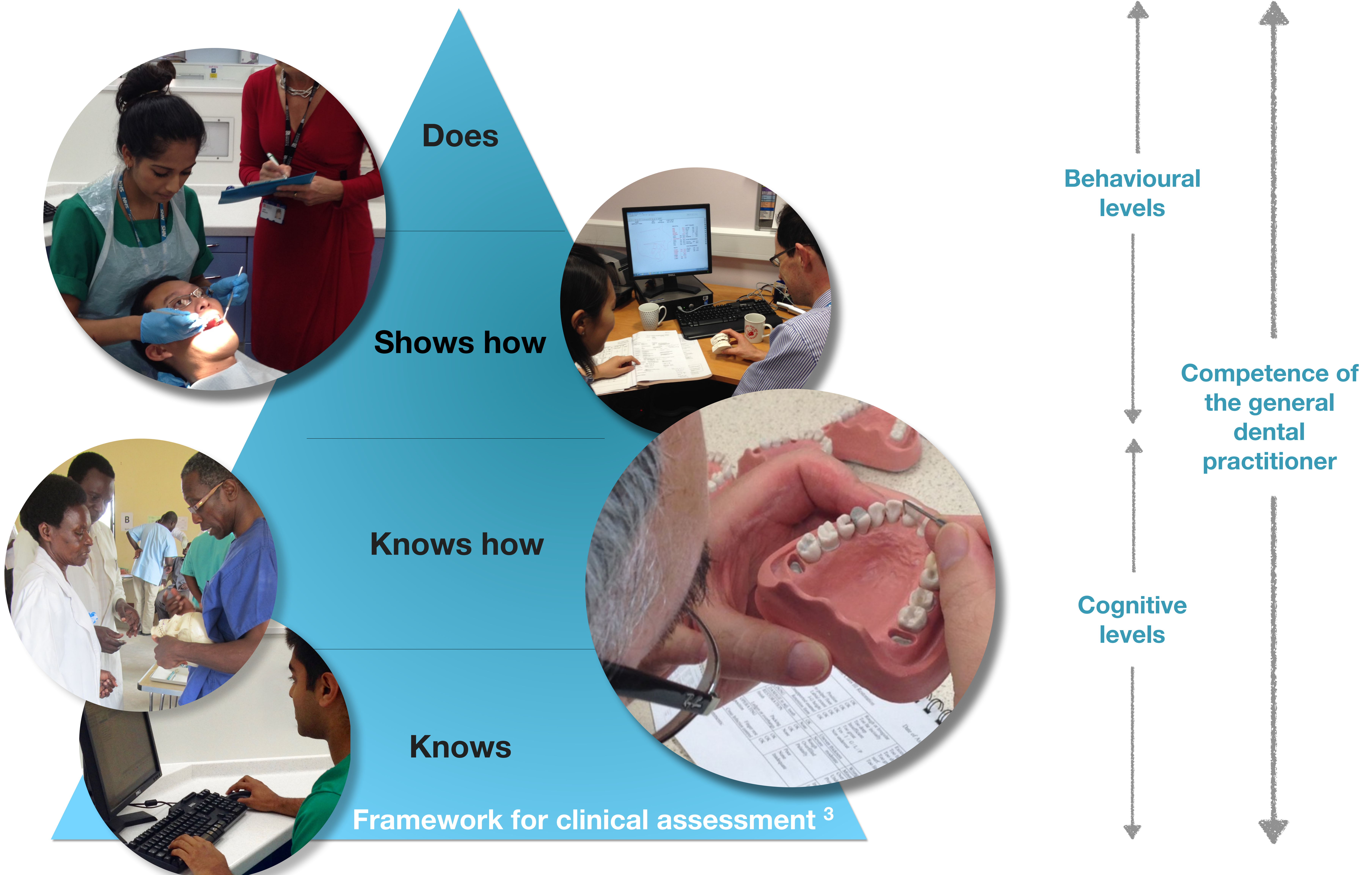
Aim of this work: Training the competent dentist requires evaluation against a series of standards. Our aim was to gather together current evidence for tools used for these two processes of assessment and evaluation as part of curriculum planning which, in turn, enhances the learning and development of successful dentists.

Summary of work: Methods used to assess the dental undergraduate and postgraduate were considered. A review of the literature included dental student, tutor and patient perceptions and evidence for the validity, reliability, educational impact, acceptability and cost of assessment methods.

Summary of results: A guide to dental assessment was developed based on the literature review and utilising a successful format already adopted in veterinary medicine¹. The guidebook includes a short summary describing each assessment method and considerations for both new and experienced dental educators at undergraduate and postgraduate levels.

Discussion: Synthesising the literature in an accessible format for colleagues aims to support staff development and on-going modernisation of assessment.

The term assessment derives from the Latin "assidere" meaning to sit beside, suggesting that the assessor and the student travel together side by side on the journey to learn



Conclusion: There is a body of evidence to support the use of a wide range of assessment methods although some score more highly in the utility equation than others.

Take home messages: This guide aims to promote the use of appropriate assessment methods within undergraduate and postgraduate dental education and is freely available online².

References:

1. Baillie, S., Warman, S., Rhind, S. (2014). A Guide to Assessment in Veterinary Medical Education 2nd ed.
2. Williams JC, Baillie S, Rhind S, Warman S, Sandy J, Ireland A. (2016) A Guide to Assessment in Dental Education Available from: https://www.ole.bris.ac.uk/webapps/cmsmain/webui/_xy-7221180_1?action=ittach. [Accessed 04 July 2016]
3. Miller, G. (1990). The assessment of clinical skills/competence/performance. *Academic Medicine*, 65 (9), 63-7

Thanks to the students and colleagues at Bristol Dental School, Bristol, UK and Bridge 2 Aid emergency dental training, Tanzania for consenting to be photographed.

Association for Dental Education in Europe (ADEE) Conference, Barcelona 2016